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ABSTRACT

This report presents results of a survey of 1,275 Individualized Education Program (IEP) managers in Minnesota concerning IEP team collaboration and communication, technology use, IEP manager tasks, and effects of IEP software, both networked and non-networked versions. Survey data were divided into five comparative groups: no use of software to write IEPs; use of software to write IEPs; use of networked software to write IEPs; use of non-networked software; and all respondents combined. Results are presented in charts and tables as well as through brief descriptions of highlights. One finding was that 96% of respondents used some form of IEP software to write IEPs, although almost half (45%) felt the software was not well organized. Data are reported in the following sections: characteristics of IEP managers; computer use by IEP managers; IEP software use and support; perceptions on the impact of IEP software; accessing the IEP document; writing the IEP; team collaboration; communication among IEP team members; IEP managers and general education; differences between network and non-network IEP software users; and differences between IEP managers who received training and those who did not receive training in IEP software. The survey instrument is appended. (DB)

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Status Report:

Managing Individualized Education Programs (IEPs) in Minnesota

Teri Wallace
Tom Bartholomay
Saahoon Hong

Summer 2002

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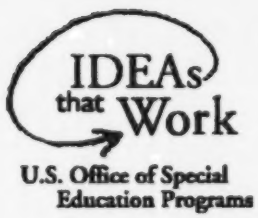

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Introduction

Although much is known about IEP documents, knowledge of how these documents are written or used is less known. This study sheds important light on questions related to the work and satisfaction of IEP managers in Minnesota, the level of IEP team involvement, the use and effects of technology on the work of IEP managers, and the level that IEP managers work in general education settings.

This report is the product of a federally funded project called Demonstrating Success. Demonstrating Success focused on IEP team collaboration as it relates to improved student performance. A second emphasis was directed at researching the use of technology as a means to increase IEP team collaboration. The information reported in this document focuses on Minnesota IEP managers, IEP teams, and the technology they use. It is based on data collected through an IEP Manager survey conducted in the Spring of 2002. The range of topics addressed in this survey is large – including: IEP team collaboration and communication, technology use, IEP manager tasks, and the amount of time that IEP managers spend in the general education setting. In addition to these topics, an underlying objective to this study focused on the effects of IEP software – networked versions and non-networked versions – on the work of IEP managers and IEP teams. The study results provide a broad picture of the work of IEP managers in Minnesota, including similarities and differences among them.

Survey Design and Sample Characteristics

The survey instrument on which this report is based is called *IEP Manager Survey – Minnesota* (Appendix A). This survey was developed by the Institute on Community Integration (ICI) during the winter of 2002. The variables that are included in the survey were generated by project staff, using research from literature and an IEP manager consultant. Upon completion of the survey, a pilot test of the instrument was conducted, including short interviews with respondents who validated the content and terminology used in the survey.

The survey was sent to a random sample of 1,275 IEP managers in Minnesota from a total of approximately 9,000. This sample included individuals working with students in Pre-K through High School programs.

The survey data was then divided into five comparative groups:

1. Those respondents who did not use software to write IEPs (No Software)
2. Those respondents that did use software to write IEPs (IEP Software)
3. Those respondents who used a networked version of software to write IEPs (Network)
4. Those respondents who used software, but not a networked version to write IEPs (No Network)
5. All respondents combined (All)

Sample Group Representation

Table 1	Number	% of Total
Respondents who do not use IEP software	17	4%
Respondents who use IEP software	447	96%
Respondents who do not use a networked version of software	187	40%
Respondents who use a networked version of software	260	56%
All respondents combined	468	100%

How To Use This Report

This report describes the results of the *IEP Manager Survey – Minnesota* (Appendix A). The results are presented in charts and tables as well as through brief descriptions of highlights of some of the findings. It should be emphasized that the brief descriptions and charts are not comprehensive of all the information provided in the tables. Subsequently, it is beneficial to review all tables of interest. The survey responses have been categorized into five groups, represented in the tables. The example below illustrates the table format.

Table Example — 5 Categories

Table	No Software %	IEP Software %	No Network %	Network %	All %

The definitions of the 5 categories included in the table are:

No Software: Respondents who do not use IEP software to write their IEPs.

IEP Software: Respondents who use IEP software to write their IEPs.

No Network: Respondents who use IEP software, but do not use a version that is based on an intranet or internet network.

Network: Respondents who use IEP software that is based on an internet or intranet network.

All: All respondents combined, those who do not use IEP software and those who do.

In general, the descriptions and charts are focused on data representing all of the respondents. The section entitled *Differences Between Network and Non-network IEP Software Users* focuses on items that were identified as showing statistically significant differences between the "Networked" and "Non-networked" respondents.

This format has been followed to provide you with a succinct yet comprehensive reporting of how IEP Managers in Minnesota responded to the survey items. We hope that both the format and content are not only informative, but easily used.

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Characteristics of IEP Managers

The majority of respondents indicated that they have a lot of experience as IEP managers. Fifty-six percent reported 11 or more years while another 29% indicated that they had worked 5-10 years as IEP managers. There are 35% who reported that the highest level of education they achieved was a BA/BS degree.

The respondents reported that they primarily work in non-separate/ segregated Elementary, Middle/Junior, and High School levels (68%). Only about 7% indicated that they work in separate/segregated settings. The rest work at the pre-K level (14%), or in another type of capacity (12%) – many of whom had itinerant positions, providing services for a number of schools within the district. Respondents reported that they work in mostly rural areas (45%), followed by suburban (36%) and urban (18%).

Table 2 contains more details related to the characteristics of the respondents.

Figure 1: Number Of Years As IEP Manager

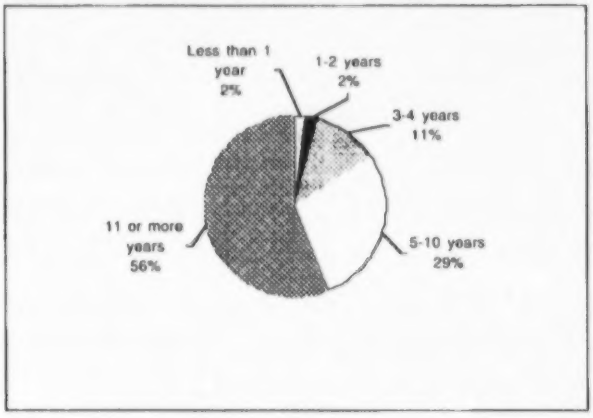


Figure 2: IEP Manager Level of Education

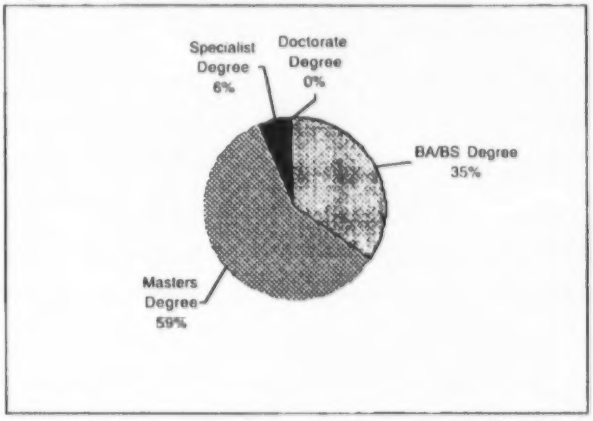
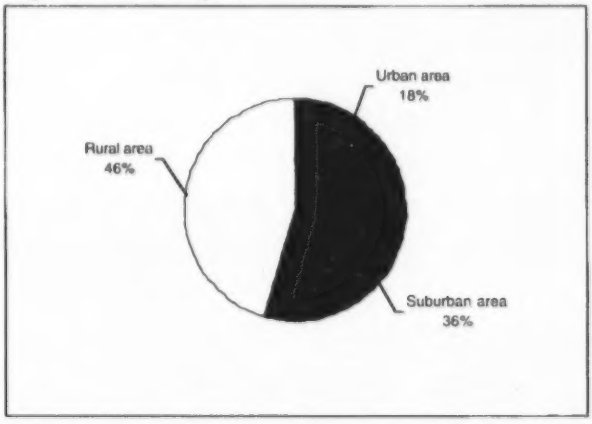


Figure 3: IEP Manager Location



Characteristics of IEP Managers: Descriptive Data

Table 2	No Software %	IEP Software %	No Network %	Network %	All %
I have worked as an IEP manager for –					
Less than 1 yr	5.9	1.6	0.5	2.3	1.7
1-2 yr	0	2.5	1.1	3.5	2.4
3-4 yr	0	11.7	12.4	11.2	11.4
5-10 yr	17.6	29.1	33.0	26.3	28.6
11 or more years	76.5	55.2	53.0	56.8	55.9
Number of responses	*17*	*444*	*185*	*259*	*465*
The highest level of education I have achieved is --					
BA/BS	18.8	35.1	36.9	33.8	34.6
Masters	68.8	58.4	53.4	62.1	58.7
Specialist Degree	12.5	6.3	9.7	3.8	6.4
Doctorate	0	0.2	0	0.4	0.2
Number of responses	*16*	*416*	*176*	*240*	*436*
The school where I work is --					
Pre K	12.5	13.7	13.4	13.9	13.5
Elementary	18.8	31.4	25.1	35.9	30.6
Middle/Junior	12.5	17.0	17.3	16.7	17.1
Senior	31.3	19.6	20.1	19.2	20.0
Separate/Segregated site, Pre K program	0	0.9	0.6	1.2	0.9
Separate/Segregated site, Elementary	0	2.8	3.4	2.4	2.7
Separate/Segregated site, Secondary	0	3.3	4.5	2.4	3.2
Other	25.0	11.3	15.6	8.2	11.9
Number of responses	*16*	*424*	*179*	*245*	*444*
The school where I work is located in an --					
Urban area	28.6	17.8	13.9	20.6	18.2
Suburban area	57.1	35.8	28.9	40.8	36.4
Rural area	14.3	46.5	57.2	38.7	45.3
Number of responses	*14*	*411*	*173*	*238*	*428*

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Table 2 continued	No Software %	IEP Software %	No Network %	Network %	All %
The number of students at the school where I work is --					
Less than 300	17.6	23.3	26.0	21.4	23.3
301-700	29.4	39.7	36.5	42.1	39.0
701-1000	23.5	16.6	15.5	17.5	17.0
1001-1400	0	7.9	9.9	6.3	7.5
1401-1700	0	4.6	5.0	4.4	4.4
1701-2000	0	1.6	0.6	2.4	1.5
2001-2300	23.5	2.1	1.7	2.4	3.1
more than 2300	5.9	4.2	5.0	3.6	4.2
Number of responses	*17*	*433*	*181*	*252*	*454*

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Computer Use By IEP Managers

Nearly all respondents use computers daily (96%), however only 44% of the respondents indicated that their proficiency was "somewhat proficient" or "very proficient," with a large percentage (48%) indicating that their proficiency was "adequately proficient." Seventy-nine percent of the respondents were satisfied with the accessibility of computers at their school and 68% were satisfied with the accessibility of printers. However, satisfaction pertaining to the speed of their school computers dropped to 59%.

Table 3 contains more details related to computer use by IEP managers.

Figure 4: IEP Manager Computer Proficiency

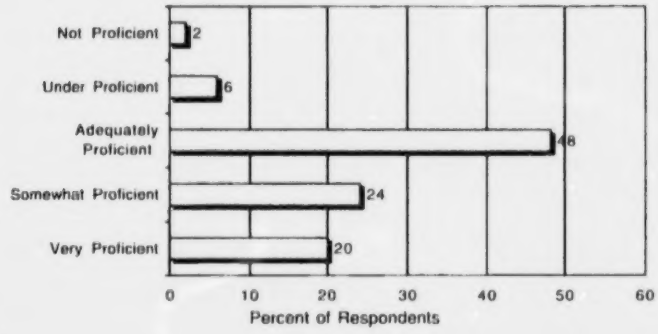
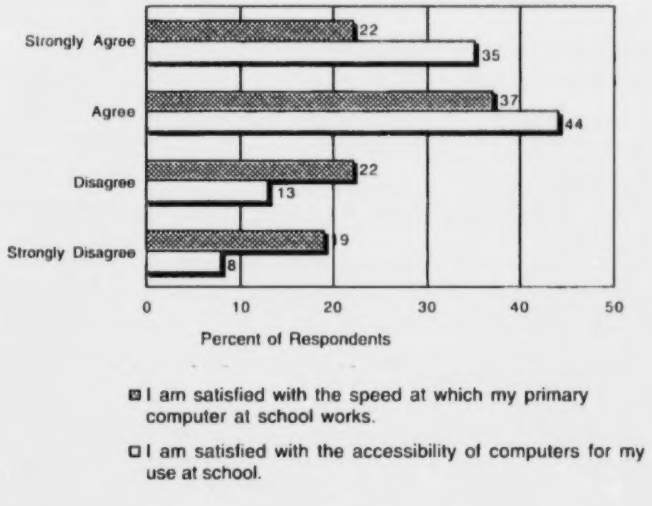


Figure 5: Respondent Satisfaction with Accessibility and Speed of Computers



Computer Use By IEP Managers: Descriptive Data

Table 3	No Software %	IEP Software %	No Network %	Network %	All %
Considering my general computer proficiency, I would rate myself as –					
Very Proficient	11.8	20.4	17.6	22.4	19.9
Somewhat	0	24.9	28.0	22.7	24.2
Adequately	52.9	48.3	46.7	49.4	48.0
Under proficient	23.5	4.8	6.0	3.9	5.9
Not proficient	11.8	1.6	1.6	1.6	2.0
Number of responses	*17*	*437*	*182*	*255*	*458*
I use a computer…					
Daily	88.2	96.1	95.6	96.5	95.9
every two days	11.8	3.2	3.8	2.7	3.5
Weekly	0	0.7	0.5	0.8	0.7
Number of responses	*17*	*437*	*182*	*255*	*458*
I am satisfied with the accessibility of computers for my use at school.					
Strongly Disagree	25.0	7.7	9.3	6.6	8.3
Disagree	0	13.9	18.0	10.9	13.3
Agree	43.8	43.1	46.4	40.6	43.6
Strongly Agree	31.3	35.3	26.2	41.8	34.9
Does Not Apply	0	0	0	0	0
Number of responses	*16*	*439*	*183*	*256*	*459*
I am satisfied with the speed at which my primary computer at school works.					
Strongly Disagree	23.1	19.3	22.3	17.2	19.3
Disagree	30.8	21.6	21.2	21.9	21.9
Agree	23.1	36.6	39.1	34.8	36.5
Strongly Agree	23.1	22.5	17.4	26.2	22.3
Does Not Apply	0	0	0	0	0
Number of responses	*13*	*440*	*184*	*256*	*457*

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Table 3 continued	No Software %	IEP Software %	No Network %	Network %	All %
I am satisfied with the accessibility of printers for my use at school.					
Strongly Disagree	18.8	12.7	13.0	12.5	12.8
Disagree	25.0	19.1	20.1	18.4	19.3
Agree	43.8	41.8	45.1	39.5	42.2
Strongly Agree	12.5	26.4	21.7	29.7	25.7
Does Not Apply	0	0	0	0	0
Number of responses	*16*	*440*	*184*	*256*	*460*
The computer that I primarily use at school is located –					
I do not use a computer at school	0	0.5	1.1	0	0.4
On my desk	80.0	77.1	74.4	79.1	77.2
In a nearby common work room	6.7	10.4	11.7	9.5	10.2
In a common work room not nearby	0	0.5	0.6	0.4	0.4
In the library	0	0	0	0	0
In the computer lab	0	0.7	0.6	0.8	0.9
Elsewhere	13.3	10.9	11.7	10.3	10.8
Number of responses	*15*	*433*	*180*	*253*	*452*

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IEP Software Use and Support

Of those respondents who use IEP software, the majority (69%) learned how to use it by practicing on their own, followed by training (55%), and technical assistance by the district (38%). Those who use networked versions of IEP software indicated a higher rate of learning through training (65%) than those who do not use networked versions (41%). Thirty-eight percent of software users reported that they would "like to receive training on the use of IEP software," of which 47% were non-network users and 32% were networked users.

The implementation and support of IEP software is reported as inadequate by a large percentage of respondents. Forty-five percent of the respondents did not agree that implementation was "well organized" and 44% did not agree that they received timely technical support when having software or hardware trouble. Furthermore, 64% did not agree that IEP software forms were on schedule.

Table 4 contains more details related to IEP software, use and support.

Figure 6: Methods and Sources Through Which IEP Managers Learned How To Use IEP Software (choices included all that apply)

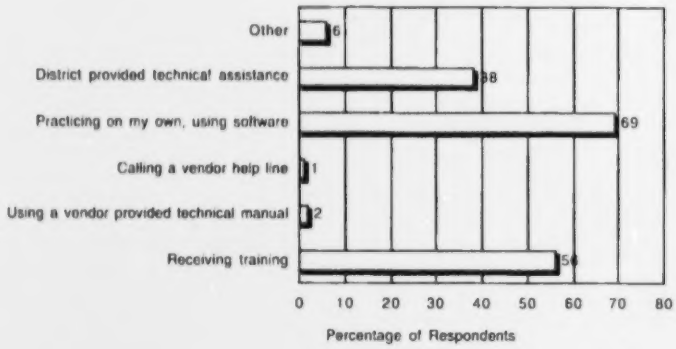
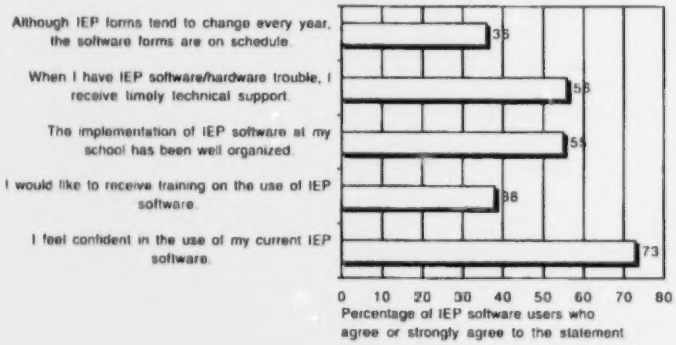


Figure 7: Satisfaction With IEP Software Implementation & Support


Although IEP forms tend to change every year, the software forms are on schedule.
36
When I have IEP software/hardware trouble, I receive timely technical support.
53
The implementation of IEP software at my school has been well organized.
55
I would like to receive training on the use of IEP software.
38
I feel confident in the use of my current IEP software.
73
0 10 20 30 40 50 60 70 80
Percentage of IEP software users who agree or strongly agree to the statement

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IEP Software Use and Support: Descriptive Data

Table 4	IEP Software %	No Network %	Network %
I have been using the current brand of IEP software (including all revisions) for –			
.5 year	13.2	4.5	19.5
1 year	14.6	10.1	17.9
2 years	17.9	19.6	16.7
3 years	16.5	20.1	13.8
4 years	10.4	10.1	10.6
5 years	12.0	17.3	8.1
6 years	5.4	7.3	4.1
7 years	1.9	3.4	0.8
more than 7 years	8.2	7.8	8.5
Number of responses	*425*	*179*	*246*
I learned how to use the IEP software by – *(respondents choose all that apply)*			
Receiving training	55.0	41.2	65.0
Using a vendor provided technical manual	1.6	2.1	1.2
Calling a vendor help line	0.9	0.5	1.2
Practicing on my own, using software	68.7	72.7	65.8
District provided technical assistance	37.6	27.3	45.0
Other	5.8	5.3	6.2
I feel confident in the use of my current IEP software.			
Strongly Disagree	6.6	7.7	5.9
Disagree	20.3	20.2	20.3
Agree	48.5	52.5	45.7
Strongly Agree	24.6	19.7	28.1
Does Not Apply	0	0	0
Number of responses	*439*	*183*	*256*
I would like to receive training on the use of IEP software.			
Strongly Disagree	20.9	15.6	24.7
Disagree	41.3	37.7	43.8
Agree	25.4	30.5	21.7
Strongly Agree	12.4	16.2	9.8
Does Not Apply	0	0	0
Number of responses	*402*	*167*	*235*

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Table 4 continued	IEP Software %	No Network %	Network %
The implementation of IEP software at my school has been well organized.			
Strongly Disagree	12.7	13.5	12.0
Disagree	32.3	39.5	26.9
Agree	42.2	38.4	45.0
Strongly Agree	12.9	8.6	16.1
Does Not Apply	0	0	0
Number of responses	*434*	*185*	*249*
When I have IEP software/hardware trouble, I receive timely technical support.			
Strongly Disagree	14.7	16.8	13.1
Disagree	29.0	35.9	23.9
Agree	40.9	38.0	43.0
Strongly Agree	15.4	9.2	19.9
Does Not Apply	0	0	0
Number of responses	*435*	*184*	*251*
Although IEP forms tend to change every year, the software forms are on schedule.			
Strongly Disagree	22.9	32.8	15.8
Disagree	40.8	40.4	41.1
Agree	31.0	24.0	36.0
Strongly Agree	5.3	2.7	7.1
Does Not Apply	0	0	0
Number of responses	*436*	*183*	*253*
To my best knowledge, the IEP software I use can generate – *(respondents choose all that apply)*			
An IEP document	87.5	84.5	89.6
An IEP archive for storage of past IEPs	39.1	39.6	38.8
Lists of important dates (due dates, etc.)	63.8	58.8	67.3
Lists of students (class lists, dis. Lists, etc.)	51.9	48.7	54.2
Warnings of incorrectly completed IEPs.	11.2	9.1	12.7
Data reports on participants (% of stds, etc.)	16.6	10.2	21.2
Data reports on IEPs, referrals, etc.	20.6	18.2	22.3
Other	4.0	4.8	3.5

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Table 4 continued	IEP Software %	No Network %	Network %
To my best knowledge, the IEP software I use can generate and I utilize this function in my work- *(respondents choose all that apply)*			
An IEP document	74.0	71.1	76.2
An IEP archive for storage of past IEPs	28.9	27.8	29.6
Lists of important dates (due dates, etc.)	41.8	33.7	47.7
Lists of students (class lists, dis. Lists, etc.)	29.8	27.3	31.5
Warnings of incorrectly completed IEPs.	10.3	11.2	9.6
Data reports on participants (% of stds, etc.)	8.3	7.0	9.2
Data reports on IEPs, referrals, etc.	10.5	7.5	12.7
Use other functions	4.0	4.8	3.5

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Perceptions on The Impact of IEP Software

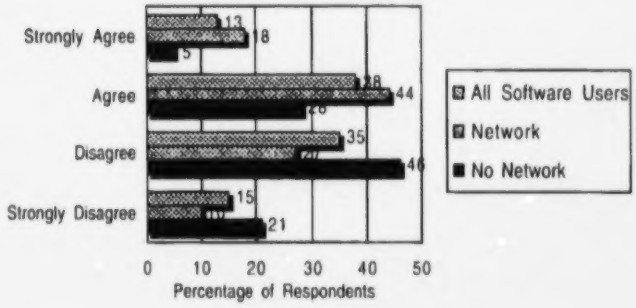
For many software users IEP software was perceived to increase collaboration, communication among IEP team members, and the effectiveness of IEPs. However, the perception that IEP software decreased the time needed to write IEPs and prepare for IEP team meetings was split.

Fifty percent of the software users indicated that IEP software "aides in the collaborative efforts of IEP team members between IEP meetings." Furthermore, software users indicated that since they began using IEP software communication among IEP team members increased (18%), the frequency of home progress reports increased (29%), and the effectiveness of IEPs increased (18%).

Although a large percentage of software users indicated that the time it took them to write an IEP decreased (33%) after beginning to use IEP software, it should be noted that there is a large percentage of IEP software users (21%) who also indicated that the time it took them to write an IEP increased. As reported, the time needed to prepare for an IEP meeting is further split between increased (16%) and decreased (18%).

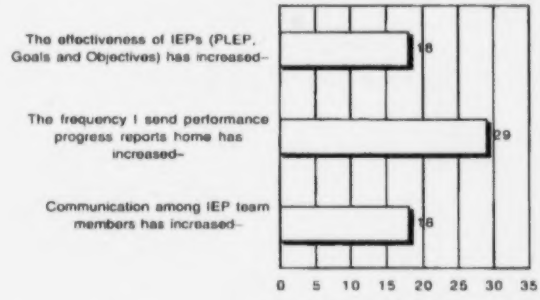
Table 5 contains more details related to IEP manager perceptions on the impact of IEP software.

Figure 8: Comparison of Software User Groups Regarding Software Influence on IEP Team Collaboration



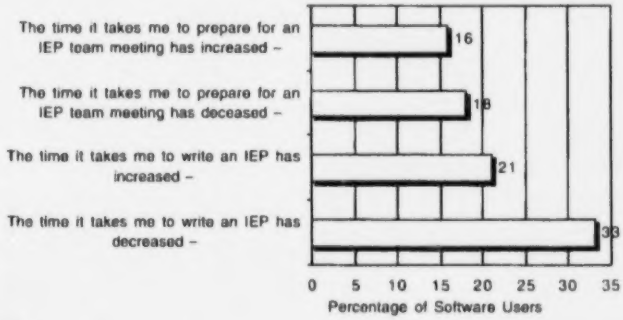
The IEP software that I use aides in the collaborative efforts of IEP team members between IEP meetings.

Figure 9: Effects of IEP Software on Effectiveness


The effectiveness of IEPs (PLEP, Goals and Objectives) has increased–
The frequency I send performance progress reports home has increased–
Communication among IEP team members has increased–
18
29
18
0 5 10 15 20 25 30 35

Percentage of software users who indicated that IEP software resulted in an "**increase**" in the stated area above

Figure 10: Effects of IEP Software on Efficiency


The time it takes me to prepare for an IEP team meeting has increased –
The time it takes me to prepare for an IEP team meeting has deceased –
The time it takes me to write an IEP has increased –
The time it takes me to write an IEP has decreased –
16
18
21
33
0 5 10 15 20 25 30 35
Percentage of Software Users

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Perceptions on The Impact of IEP Software: Descriptive Data

Table 5	IEP Software %	No Network %	Network %
The IEP software that I use aides in the collaborative efforts of IEP team members between IEP meetings.			
Strongly Disagree	14.8	21.0	10.4
Disagree	35.0	46.0	27.2
Agree	37.6	28.4	44.0
Strongly Agree	12.7	4.5	18.4
Does Not Apply	0	0	0
Number of responses	*426*	*176*	*250*
Since I began using IEP software… Communication among IEP team members has–			
Increased	17.6	12.7	21.0
Decreased	4.3	6.1	3.1
Stayed about the same	65.1	66.9	63.8
I have always used IEP software	13.0	14.4	12.1
Number of responses	*438*	*181*	*257*
Since I began using IEP software… The frequency with which I send performance progress reports home has –			
Increased	28.7	31.7	26.6
Decreased	4.3	5.5	3.5
Stayed about the same	53.8	48.6	57.4
I have always used IEP software	13.2	14.2	12.5
Number of responses	*439*	*183*	*256*
Since I began using IEP software… The time it takes me to write an IEP has –			
Increased	20.7	18.6	22.3
Decreased	33.0	31.1	34.4
Stayed about the same	29.6	29.0	30.1
I have always used IEP software	16.6	21.3	13.3
Number of responses	*439*	*183*	*256*
Since I began using IEP software… The time it takes me to prepare for an IEP team meeting has –			
Increased	15.9	14.8	16.7
Decreased	17.7	16.4	18.7
Stayed about the same	52.5	53.0	52.1
I have always used IEP software	13.9	15.8	12.5
Number of responses	*440*	*183*	*257*

Table 5 continued	IEP Software %	No Network %	Network %
Since I began using IEP software… The effectiveness of IEPs (PLEP, Goals and Objectives) has –			
Increased	18.0	15.4	19.9
Decreased	6.2	5.5	6.6
Stayed about the same	62.3	63.7	61.3
I have always used IEP software	13.5	15.4	12.1
Number of responses	*438*	*182*	*256*

Accessing The IEP Document

Most respondents reported accessing IEPs for purposes other than preparing for IEP meetings and believe that access is relatively easy. Eighty percent of the respondents indicated that they often access IEPs for purposes other than preparing for IEP meetings. Most respondents (87%) indicated that they were satisfied with the ease in which they could access their students' IEP records.

Tables 6 and 7 contain more details related to information about the accessing of IEP records.

Figure 11: Levels of Frequency at Which Respondents Access IEPs for Purposes Other than IEP Meetings

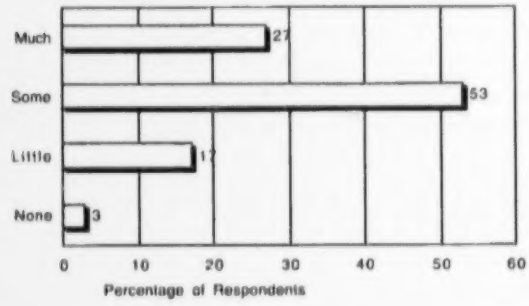
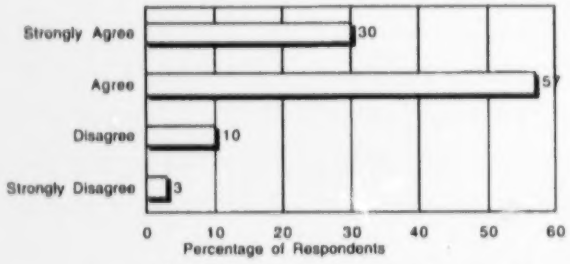


Figure 12: Satisfaction With Ease In Which IEP Records Can Be Accessed



I am satified with the ease in which I can access my students' IEP records.

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Accessing The IEP Document: Descriptive Data

Table 6	No Software %	IEP Software %	No Network %	Network %	All %
I access IEPs for purposes other than the preparation for IEP meetings.					
None	12.5	2.5	1.7	3.1	2.9
Little	37.5	16.5	19.3	14.5	17.3
Some	25.0	54.1	52.5	55.3	53.3
Much	12.0	26.8	26.5	27.1	26.5
Number of responses	*17*	*436*	*181*	*255*	*456*
I am satisfied with the ease in which I can access my students' IEP records.					
Strongly Disagree	11.8	3.1	3.8	2.7	3.4
Disagree	0	9.9	11.4	8.8	9.7
Agree	64.7	56.6	55.1	57.7	57.1
Strongly Agree	23.5	30.3	29.7	30.8	29.8
Number of responses	*17*	*445*	*185*	*260*	*466*

Accessing The IEP Document Via Remote Computers: Descriptive Data

Table 7	IEP Software %	No Network %	Network %
IEP team members can access my students' IEPs via remote computers (with appropriate authorization).			
No	47.7	76.8	26.8
Yes	46.2	18.9	65.8
Don't Know	6.1	4.3	7.4
Number of responses	*442*	*185*	*257*
For those who answered "Yes."			
The IEPs can be accessed by people outside of the district.	10.3	2.7	15.8
I don't know if IEPs can be accessed by people outside of the district.	89.7	9.6	32.3

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Writing The IEP Document

There are large differences between what respondents reported regarding the number of IEPs they are responsible for and the time they use to write IEPs. The largest percentage of respondents (27%) indicated that they manage, on average, 16-20 IEPs. The range extends from less than 5 IEPs to 29 or more IEPs. Respondents also reported that they vary greatly in the time that they typically use to write IEPs. Although about 26% of the respondents indicated that they typically spend 1.5-2 hours writing IEPs, nearly an equal number spend 2-3 hours. A substantial percentage of respondents reported a range of 31-60 minutes to more than three hours for writing IEPs.

Only 31% of the respondents reported satisfaction with the amount of time IEP writing takes and 68% were satisfied with their method for writing IEPs. Eighty-four indicated that they were confident in their ability to write effective PLEPS, Goals, and Objectives for their IEPs.

Table 8 contains more details related to the writing of IEP documents.

Figure 13: Number of IEPs Typically Managed

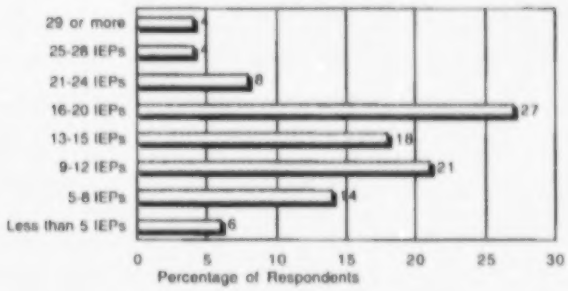


Figure 14: Amount of Time Typically Needed To Write An IEP

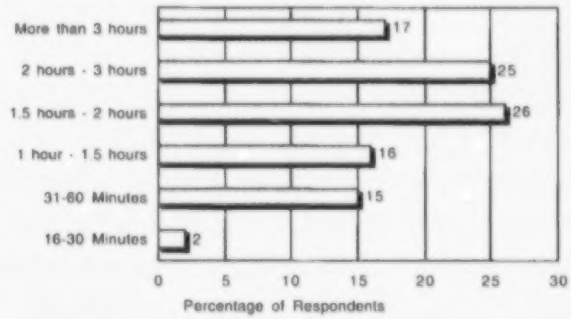
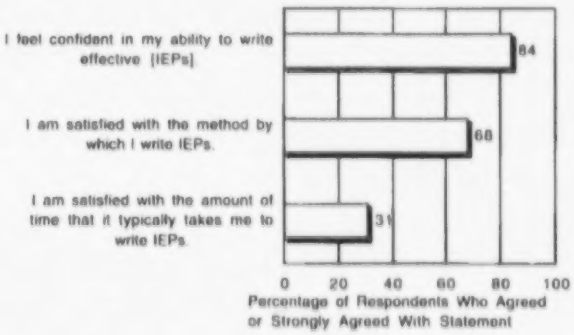


Figure 15: Satisfaction With IEP Writing – Method, Time, and Confidence


I feel confident in my ability to write effective [IEPs]
I am satisfied with the method by which I write IEPs.
I am satisfied with the amount of time that it typically takes me to write IEPs.
84
68
31
0
20
40
60
80
100
Percentage of Respondents Who Agreed or Strongly Agreed With Statement

Writing The IEP Document: Descriptive Data

Table 8	No Software %	IEP Software %	No Network %	Network %	All %
The average number of IEPs I am managing this year is –					
Less than 5 IEPs	12.5	5.6	5.2	5.9	5.8
5-8 IEPs	12.5	14.5	16.9	12.7	14.3
9-12 IEPs	12.5	20.8	18.0	22.9	20.6
13-15 IEPs	6.3	17.9	16.3	19.1	17.5
16-20 IEPs	37.5	26.5	28.5	25.0	26.9
21-24 IEPs	12.5	7.8	9.9	6.4	7.9
25-28 IEPs	6.3	3.2	2.9	3.4	3.5
29 or more	0	3.7	2.3	4.7	3.5
Number of responses	*17*	*408*	*172*	*236*	*428*
It typically takes me _____ amount of time to write up my students IEPs.					
0	0	0	0	0	0
16-30 Minutes	5.9	1.8	1.6	1.9	1.9
31-60 Minutes	23.5	15.1	14.5	15.4	15.2
1 hour - 1.5 hours	11.8	15.5	16.7	14.7	15.5
1.5 hours - 2 hours	29.4	24.9	25.8	24.3	25.5
2 hours - 3 hours	23.5	25.4	24.2	26.3	25.1
More than 3 hours	5.9	17.3	17.2	17.4	16.7
Number of responses	*17*	*445*	*186*	*259*	*466*
I am satisfied with the amount of time that it typically takes me to write IEPs.					
Strongly Disagree	29.4	28.3	28.6	28.1	28.3
Disagree	58.8	40.0	39.5	40.4	40.6
Agree	11.8	28.8	28.1	29.2	28.3
Strongly Agree	0	2.9	3.8	2.3	2.8
Number of responses	*17*	*445*	*185*	*260*	*466*
I am satisfied with the method by which I write IEPs.					
Strongly Disagree	17.6	8.1	8.7	7.7	8.6
Disagree	23.5	23.6	28.8	20.0	23.4
Agree	52.9	61.3	56.0	65.0	61.1
Strongly Agree	5.9	7.0	6.5	7.3	6.9
Number of responses	*17*	*444*	*184*	*260*	*465*

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Table 8 continued	No Software %	IEP Software %	No Network %	Network %	All %
I feel confident in my ability to write effective PLEPSs, Goals, and Objectives.					
Strongly Disagree	11.8	2.7	2.2	3.1	3.2
Disagree	5.9	12.8	13.0	12.7	12.4
Agree	58.8	62.0	63.2	61.2	61.8
Strongly Agree	23.5	22.5	21.6	23.1	22.5
Number of responses	*17*	*445*	*185*	*260*	*466*

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IEP Team Collaboration

Ninety-one percent of the respondents indicated that IEP team members respect each other's values, priorities, and cultural orientation, and 83% reported that open and receptive communication existed between members. Seventy-seven percent reported that IEP goals and objectives were based on information derived from broad IEP team member input.

More than half (66%) of the IEP managers indicated that other special educators keep them well informed of their IEP student performance. About half (51%) indicated that district related service staff keep them well informed of student performance. Few respondents reported that other IEP team members keep them well informed.

A large percentage of respondents indicated that other IEP team members write parts of the IEP. These members include other special educators (91%), paraprofessionals (93%), students (71%), district related services staff (70%), general educators (68%), and others.

Tables 9-10 contain more details related to IEP team collaboration.

Figure 16: IEP Team Collaboration Regarding Goals, Communication, and Respect

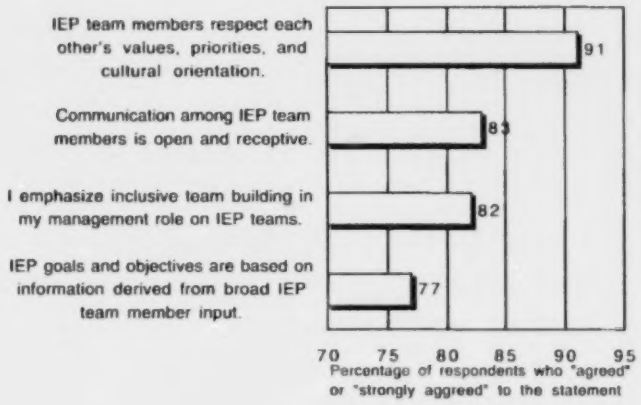

IEP team members respect each other's values, priorities, and cultural orientation.
91
Communication among IEP team members is open and receptive.
83
I emphasize inclusive team building in my management role on IEP teams.
82
IEP goals and objectives are based on information derived from broad IEP team member input.
77
70 75 80 85 90 95
Percentage of respondents who "agreed" or "strongly aggreed" to the statement

Figure 17: Informing IEP Manager of Student Performance Issues

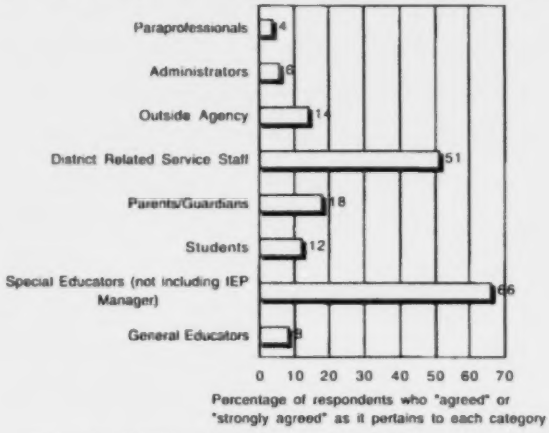
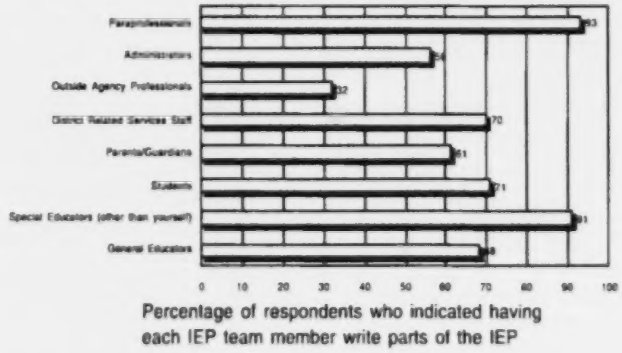


Figure 18: Collaboration Around IEP Writing



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IEP Team Collaboration: Descriptive Data

Table 9	No Software %	IEP Software %	No Network %	Network %	All %
Other members of the IEP team write parts of my students IEPs. (Check all IEP members who, even occasionally, write parts of the IEP document.) *(respondents choose all that apply)*					
General Educators	0	7.8	7.5	8.1	7.5
Special Educators (other than yourself)	64.7	66.2	56.7	73.1	66.2
Students	17.6	11.4	10.2	12.3	11.5
Parents/Guardians	23.5	17.4	15.5	18.8	17.5
District Related Service Staff	41.2	51.7	41.2	59.2	51.3
Outside Agency	5.9	14.3	10.7	16.9	13.9
Administrators	17.6	5.1	4.3	5.8	5.6
Paraprofessionals	5.9	4.3	4.8	3.8	4.3
IEP goals and objectives are based on information derived from broad IEP team member input.					
Strongly Disagree	23.5	2.9	2.2	3.5	3.9
Disagree	5.9	19.5	22.0	17.7	19.0
Agree	52.9	61.8	61.5	61.9	61.3
Strongly Agree	17.6	15.8	14.3	16.9	15.8
Number of responses	*17*	*442*	*182*	*260*	*463*
The student led the last IEP meeting I managed. ("Leading" is defined as facilitating the direction of topics, discussion, etc., of the entire IEP meeting.)					
Yes	6.3	3.7	4.4	3.2	3.8
No	93.8	96.3	95.6	96.8	96.2
Number of responses	*16*	*433*	*181*	*252*	*453*
I emphasize inclusive team building in my management role on IEP teams.					
Strongly Disagree	5.9	1.4	1.1	1.6	1.5
Disagree	35.3	15.3	12.7	17.2	16.4
Agree	41.2	65.4	68.5	63.3	64.4
Strongly Agree	17.6	17.8	17.7	18.0	17.7
Number of responses	*17*	*437*	*181*	*256*	*458*

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Table 9 continued	No Software %	IEP Software %	No Network %	Network %	All %
Communication among IEP team members is open and receptive.					
Strongly Disagree	11.8	3.9	5.4	2.7	4.1
Disagree	17.6	12.7	14.1	11.7	13.0
Agree	52.9	64.6	63.6	65.4	64.3
Strongly Agree	17.6	18.8	16.8	20.2	18.6
Number of responses	*17*	*441*	*184*	*257*	*462*
IEP team members respect each other's values, priorities, and cultural orientation.					
Strongly Disagree	0	1.1	1.6	0.8	1.1
Disagree	18.8	7.9	8.2	7.7	8.2
Agree	56.3	66.3	68.3	64.9	65.8
Strongly Agree	25.0	24.5	21.5	26.6	24.7
Number of responses	*16*	*441*	*183*	*259*	*462*
IEP team members keep me well informed of student performance and pertinent student-related issues.					
General Educators					
Strongly Disagree	12.5	8.6	10.3	7.3	8.9
Disagree	56.3	21.7	24.6	19.6	22.7
Agree	25.0	60.2	54.3	64.5	59.1
Strongly Agree	6.3	9.5	10.9	8.6	9.3
Number of responses	*16*	*420*	*175*	*245*	*440*
Special Educators (other than yourself)					
Strongly Disagree	0	0.9	0.6	1.2	0.9
Disagree	20.0	8.3	10.2	6.9	8.6
Agree	66.7	74.5	75.7	73.6	74.4
Strongly Agree	13.3	16.3	13.6	18.3	16.1
Number of responses	*15*	*423*	*177*	*246*	*442*
Students					
Strongly Disagree	6.3	4.7	3.5	5.6	4.7
Disagree	25.0	23.9	26.3	22.1	24.2
Agree	68.8	62.7	62.6	62.8	62.8
Strongly Agree	0	8.7	7.6	9.5	8.3
Number of responses	*16*	*402*	*171*	*231*	*422*

Table 9 continued	No Software %	IEP Software %	No Network %	Network %	All %
Parents/Guardians					
Strongly Disagree	6.3	5.6	6.1	5.2	5.6
Disagree	37.5	33.6	35.6	32.1	33.9
Agree	56.3	56.4	55.6	57.0	56.3
Strongly Agree	0	4.4	2.8	5.6	4.2
Number of responses	*16*	*429*	*180*	*249*	*449*
District Related Services Staff					
Strongly Disagree	6.7	6.9	9.5	5.0	6.8
Disagree	33.3	23.0	23.7	22.6	23.4
Agree	53.3	62.5	59.2	64.9	62.3
Strongly Agree	6.7	7.6	7.7	7.5	7.5
Number of responses	*15*	*408*	*169*	*239*	*427*
Outside Agency Professionals					
Strongly Disagree	13.3	18.9	22.6	16.2	18.7
Disagree	46.7	49.4	46.4	51.5	49.3
Agree	33.3	29.0	27.4	30.2	29.1
Strongly Agree	6.7	2.7	3.6	2.1	2.8
Number of responses	*15*	*403*	*168*	*235*	*422*
Administrators					
Strongly Disagree	20.0	12.2	15.2	10.0	12.3
Disagree	40.0	31.6	31.0	32.1	31.9
Agree	33.3	51.3	52.0	50.8	50.9
Strongly Agree	6.7	4.9	1.8	7.1	4.9
Number of responses	*15*	*411*	*171*	*240*	*430*
Paraprofessionals					
Strongly Disagree	6.7	3.6	4.5	2.9	3.7
Disagree	6.7	3.4	4.0	2.9	3.4
Agree	66.7	56.1	54.5	57.3	56.7
Strongly Agree	20.0	36.9	36.9	36.9	36.2
Number of responses	*15*	*417*	*176*	*241*	*436*
The number of community agencies I work with is-					
Zero	11.8	15.9	16.4	15.6	15.9
1	23.5	15.7	18.6	13.7	16.1
2	29.4	24.6	18.0	29.3	24.8
3	17.6	18.7	18.0	19.1	18.5
4	5.9	11.8	14.2	10.2	11.7
5	5.9	6.4	8.7	4.7	6.3
6	0	1.6	1.1	2.0	1.5
8 or more	5.9	5.2	4.9	5.5	5.2
Number of responses	*17*	*439*	*183*	*256*	*460*

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IEP Team Collaboration Via Electronic IEP Software: Descriptive Data

Table 10	IEP Software %	No Network %	Network %
Other members of the IEP team write parts of my students IEPs via direct access to the electronic IEP using software. (Check if it applies even occasionally to the statement below.) *(respondents choose all that apply)*			
General Educators	2.2	1.6	2.7
Special Educators (other than yourself)	44.1	26.7	56.5
Students	3.8	3.7	3.8
Parents/Guardians	1.8	1.6	1.9
District Related Service Staff	36.5	19.3	48.8
Outside Agency	5.1	2.7	6.9
Administrators	3.6	2.1	4.6
Paraprofessionals	0.9	1.1	0.8

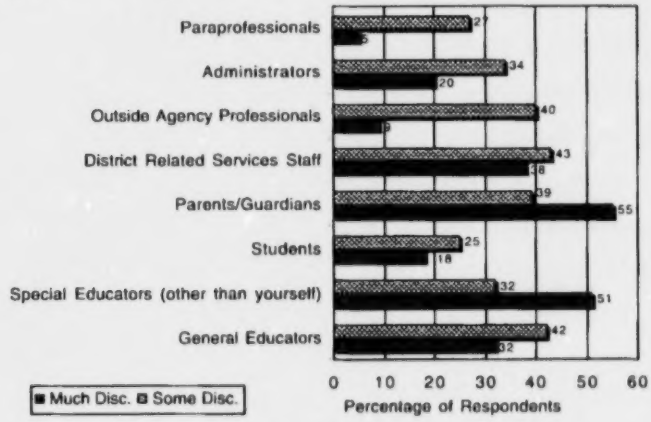
Communication Between IEP Team Members

Aside from IEP managers, parents/guardians, special educators and district service providers are reported by the most respondents to have substantial roles in IEP meeting discussions.

A large percentage of respondents reported that their communication with students (95%), paraprofessionals (89%), special educators (86%), general educators (78%), and administrators (53%) is "Daily" or "Weekly."

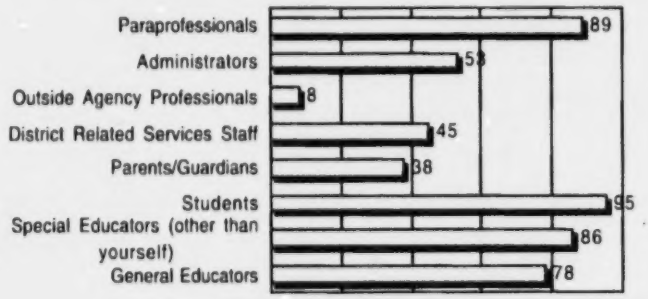
Tables 11-13 contain more details related to communication between IEP team members.

Figure 19: IEP Team Member Discussion At IEP Meetings



The following IEP members typically participate in discussions at IEP meetings.

Figure 20: IEP Manager Frequency Of Communication With IEP Team Members



Typically, my frequency of communication (aside from IEP meetings) with IEP team members is -

Communication Between IEP Team Members: Descriptive Data

Table 11	No Software %	IEP Software %	No Network %	Network %	All %
An informal (unscheduled) communication system within IEP teams keeps members involved.					
Strongly Disagree	12.5	3.8	4.3	3.5	4.1
Disagree	25.0	16.2	13.6	18.1	16.6
Agree	50.0	64.0	69.0	60.4	63.6
Strongly Agree	12.5	16.0	13.0	18.1	15.7
Number of responses	*16*	*444*	*184*	*260*	*464*
The formal (scheduled) communication system within IEP teams assures collaborative monitoring and responses to student performance.					
Strongly Disagree	11.8	3.4	2.2	4.2	3.7
Disagree	23.5	26.6	26.1	26.9	26.4
Agree	64.7	60.3	62.8	58.8	60.4
Strongly Agree	0	9.5	8.9	10.0	9.3
Number of responses	*17*	*441*	*181*	*260*	*462*
My most frequent method of communication with IEP team members (outside of the IEP team meeting) is ? (Choose one.)					
Informal Face-to-Face	50.0	64.4	62.6	65.7	64.3
Electronic	18.8	16.3	12.6	18.9	16.2
Scheduled Meeting	6.3	4.1	5.5	3.1	4.2
Telephone	12.5	12.4	15.	9.8	12.3
By paper	12.5	2.1	2.2	2.0	2.4
Other	0	0.7	1.1	0.4	0.7
Number of responses	*16*	*436*	*182*	*254*	*456*

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IEP Team Member Discussion At IEP Meeting: Descriptive Data

Table 12	No Software %	IEP Software %	No Network %	Network %	All %
The following IEP members typically participate in discussions at IEP meetings –					
General Educators					
None	11.8	10.3	10.4	10.2	10.5
Little	35.3	14.9	14.3	15.4	15.8
Some	35.3	42.0	37.4	45.3	41.6
Much	17.6	32.8	37.9	29.1	32.2
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*436*	*182*	*254*	*457*
Special Educators (other than yourself)					
None	17.6	8.5	8.8	8.3	8.8
Little	5.9	8.3	7.7	8.7	8.1
Some	35.3	31.3	33.0	30.2	31.9
Much	41.2	51.8	50.5	52.8	51.2
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*434*	*182*	*252*	*455*
Students					
None	17.6	31.9	27.9	34.8	31.0
Little	23.5	26.3	21.9	29.6	25.9
Some	23.5	24.9	31.1	20.2	24.8
Much	35.3	17.0	19.1	15.4	18.2
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*430*	*183*	*247*	*451*
Parents/Guardians					
None	0	0.9	1.1	0.8	0.9
Little	5.9	5.2	3.8	6.2	5.2
Some	35.3	39.4	43.2	36.7	39.1
Much	58.8	54.5	51.9	56.4	54.8
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*444*	*185*	*259*	*465*
District Related Services Staff					
None	17.6	6.9	8.2	5.9	7.2
Little	17.6	11.7	12.0	11.5	12.0
Some	52.9	42.0	41.0	42.7	42.5
Much	11.8	39.4	38.8	39.9	38.3
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*436*	*183*	*253*	*457*

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Table 12 continued	No Software %	IEP Software %	No Network %	Network %	All %
Outside Agency Professionals					
None	29.4	20.6	20.4	20.6	20.9
Little	23.5	30.5	31.5	29.8	30.4
Some	41.2	40.2	37.6	42.1	39.9
Much	5.9	8.8	10.5	7.5	8.8
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*433*	*181*	*252*	454
Administrators					
None	17.6	14.9	14.8	15.0	14.8
Little	29.4	31.4	27.9	33.9	31.4
Some	35.3	33.9	36.1	32.3	34.1
Much	17.6	19.9	21.3	18.9	19.7
Is Not Typically Present	0	0	0	0	0
Number of responses	*17*	*437*	*183*	*254*	*458*
Paraprofessionals					
None	68.8	42.1	47.5	38.2	43.1
Little	12.5	26.2	24.9	27.1	25.7
Some	12.5	27.1	23.2	29.9	26.5
Much	6.3	4.6	4.4	4.8	4.6
Is Not Typically Present	0	0	0	0	0
Number of responses	*16*	*432*	*181*	*251*	*452*

IEP Manager Frequency of Communication With IEP Team: Descriptive Data

Table 13	No Software %	IEP Software %	No Network %	Network %	All %
Typically, my frequency of communication (aside from IEP meetings) with IEP team members is –					
General Educators					
Never	6.7	5.3	4.6	5.8	5.3
Daily	6.7	27.7	31.2	25.2	27.1
Weekly	46.7	51.1	48.0	53.3	50.9
Monthly	20.0	9.9	10.4	9.5	10.2
Quarterly	6.7	5.1	5.2	5.0	5.1
Annually	13.3	1.0	0.6	1.2	1.4
Number of responses	*15*	*415*	*173*	*242*	*432*

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Table 13 continued	No Software %	IEP Software %	No Network %	Network %	All %
Special Educators (other than yourself)					
Never	0	1.6	0.5	2.4	1.6
Daily	30.8	45.6	44.5	46.4	45.4
Weekly	53.8	40.3	37.9	42.0	40.5
Monthly	0	8.6	11.5	6.4	8.3
Quarterly	15.4	3.2	4.4	2.4	3.6
Annually	0	0.7	1.1	0.4	0.7
Number of responses	*13*	*432*	*182*	*250*	*447*
Students					
Never	6.3	1.9	0.6	2.8	2.0
Daily	68.8	80.5	83.8	78.2	79.8
Weekly	12.5	15.2	13.9	16.1	15.5
Monthly	6.3	1.9	1.2	2.4	2.0
Quarterly	6.3	0.5	0.6	0.4	0.7
Annually	0	0	0	0	0
Number of responses	*16*	*421*	*173*	*248*	*440*
Parents/Guardians					
Never	0	0	0	0	0
Daily	6.7	8.8	6.9	10.1	8.6
Weekly	20.0	29.9	30.3	29.6	29.5
Monthly	26.7	39.3	38.9	39.7	38.8
Quarterly	46.7	21.6	24.0	19.8	22.7
Annually	0	0.5	0	0.8	0.5
Number of responses	*15*	*422*	*175*	*247*	*441*
District Related Services Staff					
Never	12.5	4.1	4.7	3.7	4.4
Daily	6.3	9.4	7.6	10.7	9.2
Weekly	18.8	36.1	39.4	33.7	35.6
Monthly	25.0	31.5	28.2	33.7	30.9
Quarterly	12.5	13.6	15.9	11.9	13.4
Annually	25.0	5.3	4.1	6.2	6.5
Number of responses	*16*	*413*	*170*	*243*	*433*
Outside Agency Professionals					
Never	6.7	16.2	18.4	14.6	15.7
Daily	0	1.7	1.1	2.0	1.6
Weekly	0	6.9	6.3	7.3	6.6
Monthly	20.0	22.1	27.0	18.7	21.9
Quarterly	33.3	27.9	23.6	30.9	28.2
Annually	40.0	25.2	23.6	26.4	26.0
Number of responses	*15*	*420*	*174*	*246*	*439*

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Table 13 continued	No Software %	IEP Software %	No Network %	Network %	All %
Administrators					
Never	18.8	4.5	2.9	5.7	5.0
Daily	0	17.0	19.3	15.4	16.4
Weekly	25.0	37.3	37.4	37.2	36.8
Monthly	25.0	18.4	18.1	18.6	18.9
Quarterly	12.5	14.4	15.8	13.4	14.2
Annually	18.8	8.4	6.4	9.7	8.7
Number of responses	*16*	*418*	*171*	*247*	*438*
Paraprofessionals					
Never	7.1	7.5	7.3	7.7	7.4
Daily	78.6	74.6	75.7	73.8	74.7
Weekly	7.1	13.9	12.4	14.9	13.8
Monthly	0	2.1	2.3	2.0	2.0
Quarterly	7.1	0.9	1.1	0.8	1.1
Annually	0	0.9	1.1	0.8	0.9
Number of responses	*14*	*425*	*177*	*248*	*443*

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IEP Managers and General Education

Thirty-one percent of respondents indicated that they spend no time in the general education setting, with 41% reporting that they spend 1-24% of their time in the general education setting, and 11% at the 25-49% level. Only 16% of the respondents spend over 50% of their week in the general education setting.

In terms of IEP managers who work in K-12 sites that are *not* separate/ segregated, approximately 25% do not work in the general education setting. Most (48%) work between 1-24% of their week in the general education setting, followed by 13% at the 25-49% level. Fourteen percent of this group reported working more than half their time in the general education setting.

IEP managers who work at separate/segregated K-12 sites indicated that 65% do not work in the general education setting, and that those who do primarily work between 26%-74% of their time there (27%).

Less than 1% of the Pre-K IEP managers indicated working at segregated/separate sites. Although 36% of the non-separate site IEP managers reported not working in a general education setting, others report a wide range of levels.

Tables 14-17 contain more details related to IEP managers and general educators.

Figure 21: Amount of Work Week In General Education Setting

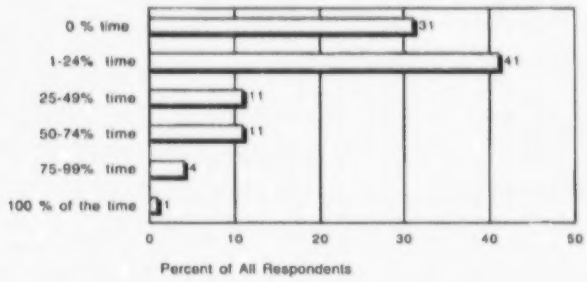


Figure 22: % in Gen. Ed. Setting At K-12 "Non-Separate Sites"

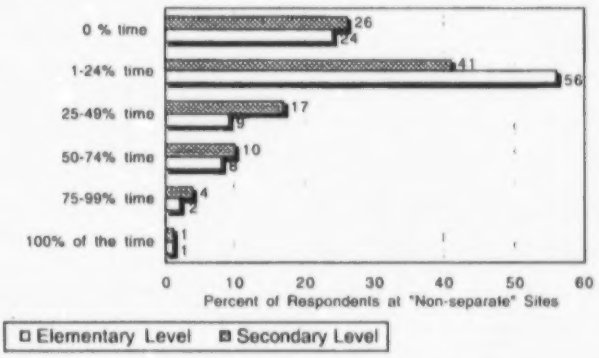


Figure 23: % in Gen. Ed. Setting At K-12 "Separate/Segregated Sites"

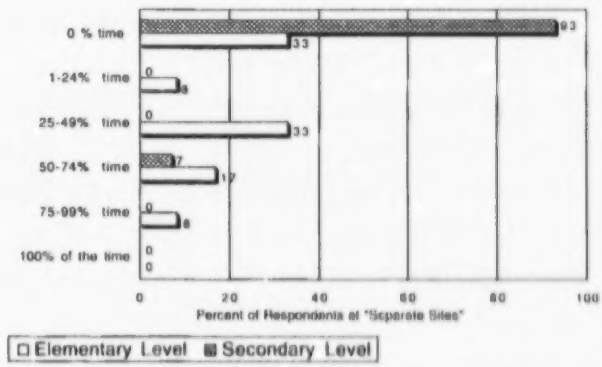
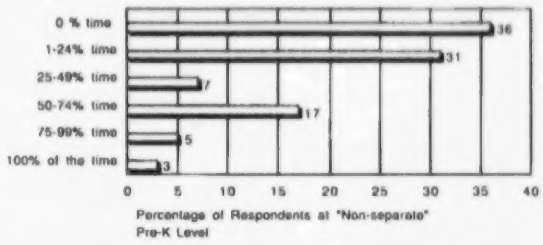


Figure 24: % in Gen. Ed. Setting At Pre-K: "Non-separate" Sites



IEP Managers and General Education: All Respondents: Descriptive Data

Table 14	No Software %	IEP Software %	No Network %	Network %	All %
The amount of the work week that I spend working in the general education setting is about–					
100 % of the time	6.7	1.2	2.2	0.4	1.4
75-99% time	0	4.3	5.0	3.7	4.3
50-74% time	0	11.3	7.8	13.9	10.9
25-49% time	13.3	10.4	11.2	9.8	10.9
1-24% time	60.0	40.9	38.0	43.0	41.2
0 % time (self-contained classroom)	20.0	31.9	35.8	29.1	31.4
Number of responses	*15*	*423*	*179*	*244*	*442*
The school administrator expects that general educators participate in IEP meetings.					
Strongly Disagree	5.9	7.3	8.6	6.3	7.1
Disagree	41.2	19.7	16.2	22.3	20.6
Agree	41.2	47.8	50.8	45.7	47.6
Strongly Agree	11.8	25.2	24.3	25.8	24.7
Number of responses	*17*	*441*	*185*	*256*	*462*
I have received inservice training that included special and general educators –					
Yes	75.0	70.1	69.1	70.9	70.1
No	25.0	29.9	30.9	29.1	29.9
Number of responses	*16*	*425*	*181*	*244*	*445*

IEP Managers and General Education: K-12, Non-separate Sites: Descriptive Data

Table 15	Elem. School %	Middle School %	Senior H.S. %	Middle & H.S %	All %
The amount of the work week that I spend working in the general education setting is about–					
100% of the time	0.7	0	2.3	1.2	1.0
75-99% time	2.2	8.0	1.1	4.2	3.4
50-74% time	8.1	9.3	11.4	10.4	9.4
25-49% time	8.9	20.0	13.6	16.6	13.1
1-24% time	56.3	46.7	36.4	41.1	48.0
0 % time (self-contained classroom)	23.7	16.0	35.2	26.4	25.2
Number of responses	*135*	*75*	*88*	*163*	*298*

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IEP Managers and General Education: K-12, Separate/Segregated Sites: Descriptive Data

Table 16	Elem. Level %	Second Level %	All %
The amount of the work week that I spend working in the general education setting is about–			
100% of the time	0	0	0
75-99% time	8.3	0	3.8
50-74% time	16.7	7.1	11.5
25-49% time	33.3	0	15.4
1-24% time	8.3	0	3.8
0 % time (self-contained classroom)	33.3	92.9	65.4
Number of responses	*12*	*14*	*26*

IEP Managers and General Education: Pre-K Sites: Descriptive Data

Table 17	Separate Pre-K %	Not Separate Pre-K %	All Pre-K %
The amount of the work week that I spend working in the general education setting is about–			
100% of the time	0	3.4	3.2
75-99% time	0	5.2	4.8
50-74% time	50	17.2	19.4
25-49% time	0	6.9	6.5
1-24% time	0	31	29
0 % time (self-contained classroom)	50	36.2	37.1
Number of responses	*4*	*58*	*62*

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Differences Between Network and Non-network IEP Software Users

An analysis of differences between IEP managers using IEP software was conducted. This analysis identified statistically significant differences between the responses of IEP managers using "networked" versions of IEP software and those using "non-networked" versions.

In nearly all cases of significant differences between networked and non-networked IEP software users, it was the networked users who were reportedly more satisfied. These variables included software implementation, software/hardware support, and software training. It also included the perception that the software "aids in the collaborative efforts of IEP team members between IEP meetings." However, the non-networked software users reported greater amounts of student discussion at IEP meetings than networked users.

Table 18 contains more details related to the differences between networked and non-networked IEP software users.

Figure 25: Satisfaction: Significant Differences Between Network and Non-Network IEP Software Users

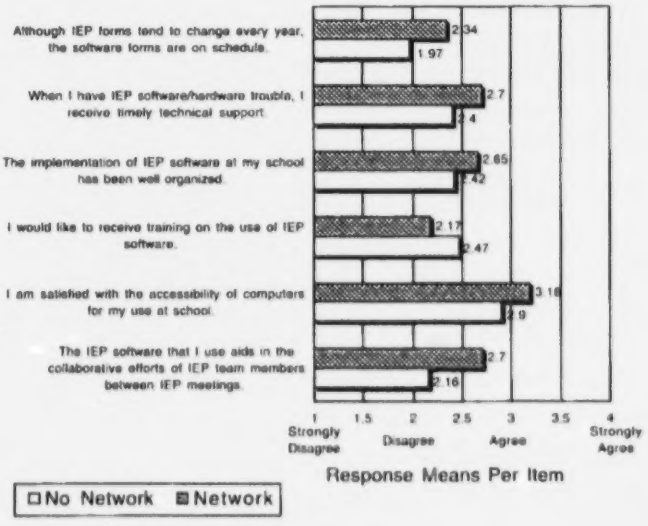
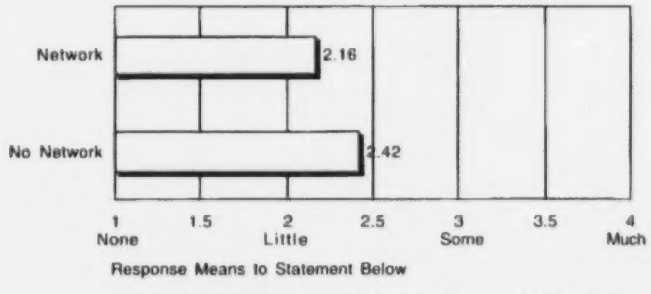

Although IEP forms tend to change every year, the software forms are on schedule.
2.34
1.97
When I have IEP software/hardware trouble, I receive timely technical support.
2.7
2.4
The implementation of IEP software at my school has been well organized.
2.65
2.42
I would like to receive training on the use of IEP software.
2.17
2.47
I am satisfied with the accessibility of computers for my use at school.
3.18
2.9
The IEP software that I use aids in the collaborative efforts of IEP team members between IEP meetings.
2.7
2.16
1 Strongly Disagree
1.5
2 Disagree
2.5
3 Agree
3.5
4 Strongly Agree
Response Means Per Item
No Network
Network

Figure 26: Student IEP Meeting Discussion: Significant Difference Between Network and Non-Network Software Users



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Statistically Significant Differences Between Network and Non-Network Versions of IEP Software: Descriptive Data

Table 18	No Network			Network			P
	N	M	SD	N	M	SD	Value
Respondent Response Options 1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree							
Perceived Impact of IEP Software							
The IEP software that I use aids in the collaborative efforts of IEP team members between IEP meetings.	176	2.16	1.81	250	2.70	.89	.000**
Computer Accessibility							
I am satisfied with the accessibility of computers for my use at school.	183	2.90	.90	256	3.18	.87	.000**
IEP Software Implementation							
I would like to receive training on the use of IEP software.	167	2.47	.94	235	2.17	.91	.001**
The implementation of IEP software at my school has been well organized.	185	2.42	.83	249	2.65	.89	.004**
When I have IEP software/hardware trouble, I receive timely technical support.	184	2.40	.87	251	2.70	.94	.000**
Although IEP forms tend to change every year, the software forms are on schedule.	183	1.97	.82	253	2.34	.83	.000**
Respondent Response Options 1 None 2 Little 3 Some 4 Much							
IEP Team Communication							
Students typically participate in discussions at IEP meetings.	183	2.42	1.09	247	2.16	1.07	.016*

*P<.05; **P<.01 using the Mann-Whitney U test
N=Number; M=Mean; SD=Standard Deviation

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Differences Between IEP Managers Who Received Training and Those Who Did Not Receive Training in IEP Software

There are statistically significant differences between the satisfaction of IEP managers who received training in IEP software and those who did not, regarding software and hardware. Those who received training also reported a higher percent of respondents who believe that the software they use aids in the collaborative efforts of IEP team members between IEP meetings.

When comparing respondents who received IEP software training with those who did not, respondents who received the training reported higher percentages regarding confidence in the use of IEP software, satisfaction with the accessibility of computers and printers, and satisfaction with software implementation and support.

IEP managers who did not receive training reported a higher percent of respondents who desire training.

Table 19 contains more details related to the differences between IEP managers who received software training and those who did not.

Figure 27: Satisfaction: Significant Differences Between Those Who Did And Did Not Receive IEP Software Training

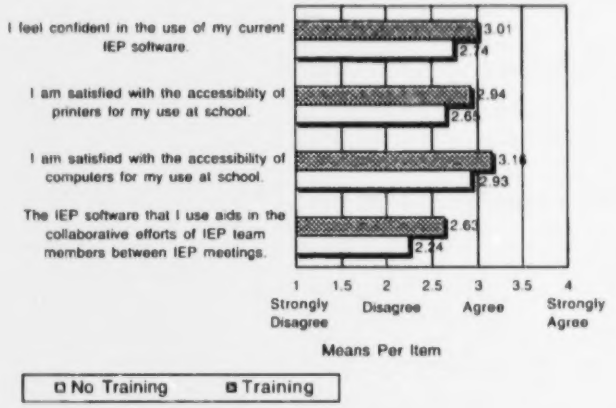
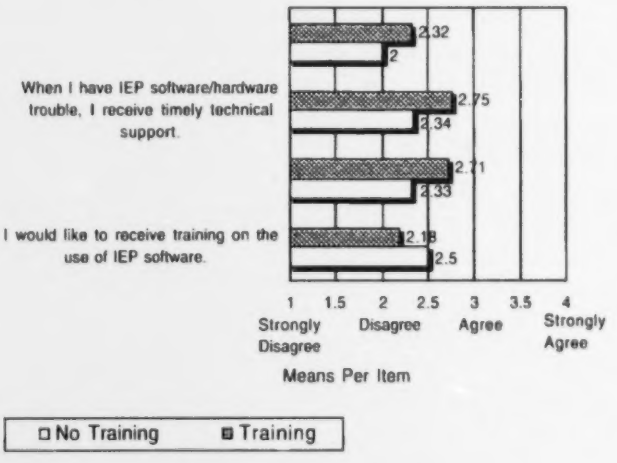

I feel confident in the use of my current IEP software.
3.01
2.74
I am satisfied with the accessibility of printers for my use at school.
2.94
2.65
I am satisfied with the accessibility of computers for my use at school.
3.16
2.93
The IEP software that I use aids in the collaborative efforts of IEP team members between IEP meetings.
2.63
2.24
1 1.5 2 2.5 3 3.5 4
Strongly Disagree
Disagree
Agree
Strongly Agree
Means Per Item
No Training
Training

Figure 28: Satisfaction: More Significant Differences Between Those Who Did And Did Not Receive IEP Software Training



Statistically Significant Differences Between IEP Managers Who Received Training and Those Who Did Not Receive Training in IEP Software: Descriptive Data

Table 19	Received No Training			Received Training			P
	N	M	SD	N	M	SD	Value
Respondent Response Options 1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree							
Perceived Impact of IEP Software							
The IEP software that I use aids in the collaborative efforts of IEP team members between IEP meetings.	201	2.24	.92	235	2.63	.85	.000**
Computer Accessibility							
I am satisfied with the accessibility of computers for my use at school.	216	2.93	.91	243	3.16	.88	.005**
I am satisfied with the accessibility of printers for my use at school.	217	2.65	.96	243	2.94	.94	.001**
IEP Software Implementation							
I feel confident in the use of my current IEP software.	207	2.74	.90	242	3.01	.81	.001**
I would like to receive training on the use of IEP software.	201	2.50	1.03	215	2.18	.84	.001**
The implementation of IEP software at my school has been well organized.	205	2.33	.91	239	2.71	.81	.000**
When I have IEP software/hardware trouble, I receive timely technical support.	204	2.34	.98	241	2.75	.84	.000**
Although IEP forms tend to change every year, the software forms are on schedule.	205	2.00	.85	242	2.32	.82	.000**

**P<.01 using the Mann-Whitney U test
N=Number; M=Mean; SD=Standard Deviation

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Discussion

As there are many separate aspects of the work of IEP managers represented in this document, this discussion section has been organized around key themes. We note some highlights below that are worth considering as individuals, schools, and districts work to improve the IEP process.

Computers and IEP Software

Computer use and IEP software is widely used by IEP managers in Minnesota. Although IEP managers perceive several benefits in the use of computers and IEP software (especially networked versions), for many IEP managers computer accessibility and speed are unsatisfactory and IEP software lacks necessary user support and proper implementation.

Nearly all IEP mangers reported using computers daily (96%). Their computer proficiency was described as "Adequate" or better (92%). However, 22% were not satisfied with the accessibility of computers and 41% were not satisfied with the speed of the their computers. Most IEP managers use IEP software to write their IEPs, leaving only 4% who did not use IEP software. However, the implementation and support of the software is perceived as not well organized by approximately 45% of them, and 64% indicated that IEP forms are not on schedule. A large number of IEP managers learned IEP software by practicing on their own (65%), receiving training (55%), and through district provided technical assistance (38%). Yet, 38% of the population indicated that they would like to receive training on the use of IEP software and 27% did not feel confident in the use of IEP software.

Some of the IEP managers who use software believed that IEP software made preparing for IEP meetings (18%) and writing IEPs (33%) more efficient. However, others found that IEP software decreased efficiency in preparation (16%) and writing (21%), which may be due to a need for more training. IEP software was correlated by many IEP software users with increasing the frequency of home-bound progress reports (29%), increasing communication among IEP team members (18%), and aiding collaborative efforts of IEP team members between IEP meetings (50%). In these cases few IEP managers believed that IEP software hindered these elements.

Among software users, the difference between the satisfaction of networked users and non-network users was significant, which is a particularly important finding in this study. Networked users tended to be more satisfied and reported that they experience slightly better implementation, support, computer accessibility, and more timely IEP forms. Networked users believed, at a substantially higher degree than non-software users, that the software they use aids in the collaborative efforts of IEP team members between IEP meetings.

This study found that providing training in IEP software may have significant benefits in IEP manager satisfaction. IEP managers who received IEP software training were significantly more satisfied with the technology and support available to them than their counterparts who did not receive training. They also believe at a significantly higher rate that the IEP software aids the collaborative efforts of IEP team members between IEP meetings.

Accessing the IEP

Most IEP managers in Minnesota access IEP records for purposes other than the IEP meeting. This may indicate that for many IEP managers IEP records are not merely a plan that is addressed every 6 or 12 months during meetings, but that it is used as a guide to assess student performance and program. Most IEP managers (80%) reported that they access IEPs "Some" or "Much" for purposes other than IEP meetings and that they are satisfied with the ease in which they can access IEP records (87%). More research on why IEP managers are accessing IEP records would be of value.

Writing the IEP document

IEP managers vary greatly on how many IEPs they manage and how long it takes them to write an IEP. Regardless of these variables, a large percent are not satisfied with the time needed to write them.

The number of IEPs for which IEP managers are responsible ranged widely from more than 29 to less than 5. Similarly, the time it takes them to write IEPs also differed greatly, most taking between 31 minutes to over 3 hours.

The variance of time spent on writing IEPs may be effected by a number of variables – for example, the number of IEPs for which the IEP manager is responsible, the complexity or size of the IEPs, the IEP writing skills of IEP managers, the time that an IEP manager has to write IEPs, or the level of quality that is demanded by the IEP managers or those with whom they work. Aside from these possible variables, 84% of the IEP managers indicated that they felt confident in their ability to write effective IEPs. But they (69%) are not satisfied with the amount of time needed to write them.

IEP Team Collaboration & Communication

In general, IEP managers reported that they collaborate around the IEP document and that they, more or less, have relatively frequent communication with IEP team members. However, most reported that they are not kept well informed of student performance issues (with the exception of other special educators and district related services staff). Collaboration around student performance issues is particularly important in improving and unifying program strategies toward

effectiveness. The data would suggest that this aspect of IEP team collaboration is problematic and should be reviewed more thoroughly, both for why the student performance information is not exchanged and what solutions may be generated to resolve the problem.

IEP team collaboration is reported as strong in some areas and weak in others. IEP teams are reported (91%) as respectful of each other's values, priorities, and cultural orientation. Communication is largely open and receptive (83%) and IEP goals and objectives are based on information derived from broad IEP team member input (77%). At IEP meetings, a large percentage of respondents indicate that there is "Much" or "Some" discussion by all team members.

When it comes to writing IEPs, a large percent of IEP managers include others in the writing of their IEPs. Most IEP managers (more than 90%) call on paraprofessionals and other special educators to write parts of their IEPs, and many (between 56%-71%) include other team members (with the exception of outside agency professionals). This high level of collaboration has its focus around the IEP document. When the IEP enters into the realm of being carried out, collaboration appears to substantially decrease. Only two categories of team members are reported by large numbers of IEP mangers to keep them well informed of student performance and student issues - other special educators (66% of respondents) and district related services staff (51% of respondents).

Although most IEP managers reported that "student performance" information is not forthcoming from IEP team members, a large percent of respondents indicated that there is however relatively frequent communication (daily or weekly) between IEP managers and IEP team members – between 78% and 95% for general educators, special educators, paraprofessionals, and students. This communication does not, apparently, directly address student performance issues, but other concerns.

IEP Managers and General Education

The survey results indicated that IEP managers spend relatively little of their time working in the general education setting. IEP managers at the secondary level do a bit more than the elementary level, and those IEP managers at separate/segregated sites do much less than their non-separate counterparts. If the amount of time that IEP managers spend in general education settings is an indication of the level of work that IEP managers do with general educators, the survey results indicate that special and general educator collaboration has relatively low prevalence in Minnesota.

Thirty-once percent of the all respondents indicated that they spend none of their time in general education settings. Forty-one percent indicated that they spend between 1% and 24% of their time there. When looking only at those who work in non-separate/segregated K-12 sites, approximately 25% in each school level indicated that they spend no time in the general education setting. At the degree

of 25%-100% time in the general education setting, the secondary school level reports a greater percent (33%) than the elementary level (20%).

Final Thoughts

In summary, the increased use of technology in our society has made its mark on the writing and sharing of IEPs for students with disabilities in Minnesota. There are many positive outcomes associated with the use of technology, such as: increased collaboration, improved satisfaction in a variety of areas associated with IEP development, and improved satisfaction with the use of and access to computers. In addition, it seems clear that training has an impact on IEP managers' satisfaction with IEP software, hardware, and administrative support, as well as the perception that IEP software aids in collaboration.

The findings of this study indicate that IEP team members respect each other and communication is open. While it appears that all team members have broad input regarding IEP goals and objectives, student led IEPs – where a student takes an active facilitative role – are occurring very infrequently.

IEP team members also assist with preparing the IEP and some use the networked IEP software to do so. While IEP team members appear to communicate and collaborate on a frequent and regular basis, the degree to which they discuss student performance is low. Also, the number of IEPs and the time it takes to complete them remains an issue for IEP managers in Minnesota. While they do feel competent in completing IEPs, which is a positive finding, the time it takes to complete the IEPs could be improved by increasing their proficiency at using IEP software. It is clear that they could use additional training and support to implement the IEP software, which appears to have a significant impact as noted before.

Included in this study was information about IEP managers' role in general education settings. Surprisingly, the results indicated that at the secondary level there is (at "non-separate sites") a higher percent of IEP managers spending greater amounts of time in the general education setting than at the elementary school level. Another unexpected finding was the perception of approximately a third of the IEP managers that their school administrator did not expect general educators to participate in IEP meetings.

There are a number of areas that would benefit from additional inquiry to truly understand what is occurring among IEP team members. However, this study provides information that has not been collected before.

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Appendix A

IEP Manager Survey - Minnesota

IEP Manager Survey - Minnesota

This survey is for all special educators who currently manage IEPs in Minnesota.

Instructions: All surveys are anonymous. To enter your response to a statement please fill in the bubble using a pencil or a pen (example: ●). Please remember that there are no wrong answers. This important survey will take about 10 minutes to complete. Although the acronym "IEP" is used, feel free to interpret this acronym as "IFSP" when appropriate. Thank you for contributing to a better understanding of a significant aspect of your work. It will make a difference.

Please mark the level of agreement that is most representative of your response to each statement provided below.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am satisfied with the amount of time that it typically takes me to write IEPs.	①	②	③	④
2. I am satisfied with the method by which I write IEPs.	①	②	③	④
3. Communication among IEP team members is open and receptive.	①	②	③	④
4. IEP goals and objectives are based on information derived from broad IEP team member input.	①	②	③	④
5. An informal (unscheduled) communication system within IEP teams keeps members involved.	①	②	③	④
6. I emphasize inclusive team building in my management role on on IEP teams.	①	②	③	④
7. The formal (scheduled) communication system within IEP teams assures collaborative monitoring and responses to student performance.	①	②	③	④
8. IEP team members respect each other's values, priorities, and cultural orientation.	①	②	③	④
9. The school administrator expects that general educators participate in IEP meetings.	①	②	③	④
10. I am satisfied with the ease in which I can access my students' IEP records.	①	②	③	④
11. I feel confident in my ability to write effective PLEPs, Goals, and Objectives.	①	②	③	④

Computers and IEP Software

					Does Not Apply
12. I am satisfied with the speed at which my primary computer at school works.	①	②	③	④	O
13. I am satisfied with the accessibility of computers for my use at school.	①	②	③	④	O
14. I am satisfied with the accessibility of printers for my use at school.	①	②	③	④	O
15. The IEP software that I use aids in the collaborative efforts of IEP team members between IEP meetings.	①	②	③	④	O
16. I feel confident in the use of my current IEP software.	①	②	③	④	O
17. I would like to receive training on the use of IEP software	①	②	③	④	O
18. The implementation of IEP software at my school has been well organized.	①	②	③	④	O
19. When I have IEP software/hardware trouble, I receive timely technical support.	①	②	③	④	O
20. Although IEP forms tend to change every year, the software forms are on schedule.	①	②	③	④	O

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21. It typically takes me _____ amount of time to write up my students' IEPs. (Choose one)

- O 0 - 15 minutes
- O 16 – 30 minutes
- O 31 – 60 minutes
- O 1 hour – 1.5 hours
- O 1.5 hours – 2 hours
- O 2 hours – 3 hours
- O More than 3 hours

22. I write my students' IEPs primarily by – (Choose one)

- O Hand writing
- O Using a typewriter
- O Using a word processor
- O Using IEP software, Computerized via CD or Disk (floppy/hard drive)
- O Using IEP software, Networked via Internet or Intranet

23. IEP team members can access my students' IEPs via remote computers (with appropriate authorization). (Choose one)

- O No
- O Yes
- O Don't know

  - ☐ The IEPs can be accessed by people outside of the district..
  - ☐ I don't know if IEPs can be accessed by people outside of the district.

24. Other members of the IEP team write parts of my students' IEPs. (Choose all that apply)

Check all IEP members who (even occasionally) write parts of the IEP document	Check if it applies even occasionally to the statement below
O General Educators	O via direct access to the electronic IEP using software
O Special Educators (other than yourself)	O "
O Students	O "
O Parents/Guardians	O "
O District Related Services Staff	O "
O Outside Agency Professionals	O "
O Administrators	O "
O Paraprofessionals	O "
O Myself	O "

25. The following IEP members typically participate in discussions at IEP meetings -

Check the typical level of participation for each	None	Little	Some	Much	Is not Typically Present
General Educators	①	②	③	④	O
Special Educators (other than yourself)	①	②	③	④	O
Students	①	②	③	④	O
Parents/Guardians	①	②	③	④	O
District Related Services Staff	①	②	③	④	O
Outside Agency Professionals	①	②	③	④	O
Administrators	①	②	③	④	O
Paraprofessionals	①	②	③	④	O

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26. The student led the last IEP meeting I managed. ("Leading" is defined as facilitating the direction of topics, discussion, etc., of the entire IEP meeting.)

O Yes O No

27. Typically, my frequency of communication (aside from IEP meetings) with IEP team members is –

Enter the typical frequency most representative for each	Daily	Weekly	Monthly	Quarterly	Annually	Never
General Educators	O	O	O	O	O	O
Special Educators (other than yourself)	O	O	O	O	O	O
Students	O	O	O	O	O	O
Parents/Guardians	O	O	O	O	O	O
District Related Services Staff	O	O	O	O	O	O
Outside Agency Professionals	O	O	O	O	O	O
Administrators	O	O	O	O	O	O
Paraprofessionals	O	O	O	O	O	O

28. My most frequent method of communication with IEP team members (outside of the IEP team meeting) is – (Choose one)

O Informal Face-to-face Meetings O Scheduled Meetings O By paper

O Electronic means (email, etc.) O Telephone O Other(s)_____

29. IEP team members keep me well informed of student performance and pertinent student-related issues.

Please mark a response for each	Strongly Disagree	Disagree	Agree	Strongly Agree
General Educators	①	②	③	④
Special Educators (other than yourself)	①	②	③	④
Students	①	②	③	④
Parents/Guardians	①	②	③	④
District Related Services Staff	①	②	③	④
Outside Agency Professionals	①	②	③	④
Administrators	①	②	③	④
Paraprofessionals	①	②	③	④

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30. I access IEPs for purposes other than the preparation for IEP meetings. (Choose one)

O None O Little O Some O Much

31. I am satisfied with the ease in which I can access my students' IEPs. (Choose one)

O Strongly Disagree O Disagree O Agree O Strongly Agree

32. Considering my general computer proficiency, I would rate myself as – (Choose one)

O Very proficient O Adequately proficient O Not proficient
O Somewhat proficient O Under proficient

33. I use a computer… (Choose one)

O Daily O Weekly O Monthly
O Every two days O Biweekly O Less than monthly

34. The computer that I primarily use at school is located – (Choose one)

O I do not use a computer at school

If you checked this, please jump to the *Personal Information* section (page 5).

O On my desk
O In a nearby common work room
O In a common work room that is not nearby
O In the library
O In the computer lab
O Elsewhere _____

35. I write my IEPs using special IEP software.

O Yes O No → **If no, please jump to the *Personal Information* section (page 5).**

36. To my best knowledge, the IEP software I use can generate – (Choose all that apply)

Software Functions	Software can perform this function	I utilize this function in my work
An IEP document	O	O
An IEP archive for storage of past IEPs	O	O
Lists of important dates (IEP meetings, assessment due dates, etc.)	O	O
Lists of students (class lists, disability lists, etc.)	O	O
Warnings of incorrectly completed IEP form requirements	O	O
Data reports on participants (% of disabilities, numbers of…, etc.)	O	O
Data reports on IEPs, referrals, etc. (charts, summaries, etc.)	O	O
Other _____	O	O

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37. I learned how to use the IEP software by – (Choose all that apply.)

- O Receiving training
- O Using a Vendor Provided Technical Manual
- O Calling a Vender Help Line
- O Practicing on my own, using the Software
- O District provided technical assistance
- O Other _____

38. The name of the IEP software I'm currently using is _____.

39. I have been using the current brand of IEP software (including all revisions) for – (Choose one)

- O .5 year
- O 1 year
- O 2 years
- O 3 years
- O 4 years
- O 5 years
- O 6 years
- O 7 years
- O More than 7 years

Since I began using IEP software…	Increased	Decreased	Stayed about the same	I have always used IEP software
40. The time it takes me to write an IEP has –	O	O	O	O
41. The time it takes me to prepare for an IEP team meeting has –	O	O	O	O
42. Communication among IEP team members has –	O	O	O	O
43. The effectiveness of IEPs (PLEP, Goals and Objectives) has –	O	O	O	O
44. The frequency with which I send performance progress reports home has–	O	O	O	O

Personal Information

45. I have worked as an IEP manager for – (Choose one)

- O Less than 1 year
- O 1 - 2 years
- O 3 - 4 years
- O 5 - 10 years
- O 11 or more years

46. The number of students at the school where I work is – (Choose one)

- O Less than 300
- O 301 - 700
- O 701 - 1000
- O 1001 - 1400
- O 1401 - 1700
- O 1701 - 2000
- O 2001 - 2300
- O More than 2300

47. The number of community agencies I work with is -

- O Zero
- O 1
- O 2
- O 3
- O 4
- O 5
- O 6
- O 7
- O 8 or more

48. The level of disability that I work with is primarily - (Choose one)

- O Mild
- O Moderate
- O Severe
- O All three levels

49. The school where I work is – (Choose one)

- O A Pre-K Program
- O An Elementary School
- O A Middle/Junior High School
- O A Senior High School
- O Separate/Segregated Site, Pre-K Program
- O Separate/Segregated Site, Elementary Level
- O Separate/Segregated Site, Secondary Level
- O Other _____

50. The school where I work is located in – (Choose one)

- O An urban area
- O A suburban area
- O A rural area

51. The primary disability group for whom I manage IEPs is – (Choose one.)

- O Deaf
- O Deaf / Blind
- O Hard of Hearing
- O Mentally Retarded
- O Multi-handicapped
- O Orthopedically Impaired
- O Other Health Impaired
- O Seriously Emotionally Disturbed
- O Specific Learning Disability
- O Speech Impairment
- O Visually Handicapped
- O Other _____
- O Three or more disability groups

52. The highest level of education I have achieved is – (Choose one)

- O BA/BS
- O Specialist Degree
- O Masters
- O Doctorate Degree

53. The average number of IEPs I am managing this year is – (Choose one)

- O Less than 5 IEPs
- O 5 to 8 IEPs
- O 9 to 12 IEPs
- O 13 to 15 IEPs
- O 16 to 20 IEPs
- O 21 to 24 IEPs
- O 25 to 28 IEPs
- O 29 or more

54. I have received inservice training that included special and general educators – O Yes O No

55. The amount of the work week that I spend working in the general education setting is about– (Choose one)

- O 100% of the time
- O 75 – 99% time
- O 50 – 74% time
- O 25 – 49% time
- O 1 – 24% time
- O 0% time (self-contained classroom)

56. Please share any comments you have about IEP collaboration and/or your IEP software. Thank you.

_____

_____

_____

Thank you for completing the survey! Please return it in the stamped envelope provided.

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